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The Stout Institute Bulletin

Tenth Annual Catalog
1912-1913

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THE STOUT INSTITUTE
BULLETIN

ANNOUNCEMENT
1912-1913

THE STOUT INSTITUTE

¶ The Stout Training Schools for special teachers organized as a part of the public schools of Menomonie in 1903.

¶ Stout Institute incorporated as an independent school and scope of work enlarged considerably in 1908.

¶ The Stout Institute reorganized under a Board of Trustees appointed by the governor in 1911.

¶ Summer Session started in 1906 with 20 students and increased to 241 students in 1911.

¶ Homemakers School organized in 1907 and Trades Schools for plumbers and bricklayers in 1908.

¶ Training School for manual training teachers increased from 3 students in 1903-1904 to 83 in 1911-1912.

¶ Training School for teachers of Domestic Art and Science increased from 21 students in 1903-4 to 369 in 1911-12.

¶ Graduates from the school are now teaching manual training or household arts in thirty-four states, Canada, and Porto Rico.

Vol. VII June 1912 No. 2

THE STOUT INSTITUTE BULLETIN

OEFICERS AND FACULTY
GENERAL INFORMATION FOR 1912-13
THE MANUAL TRAINING DEPARTMENT
CHANGES IN MANUAL TRAINING COURSES
HOME ECONOMICS DEPARTMENT
HOMEMAKERS SCHOOL
TRADES SCHOOL

PUBLISHED QUARTERLY BY THE STOUT INSTITUTE
AT MENOMONIE, WISCONSIN

THE STOUT INSTITUTE

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THE STOUT INSTITUTE BULLETIN

The Bulletin is issued four times during the year:—March-June-September-December.

It covers the application of the principles of technical and household arts and sciences to public school conditions and indicates how these subjects are being developed in Menomonie.

The subscription price is fifty cents per year. Sample copies will be sent upon request.

CALENDAR FOR 1912-1913

July 29, 1912—Seventh Summer Session begins
August 30, 1912—The Summer Session ends

September 9, 1912—Tenth Regular Session begins
June 6, 1913—Tenth Regular Session ends

December 21, 1912—January 5, 1913—Holiday vacation
March 22. 1913—March 30, 1913—Spring vacation

January 24, 1913—First Semester ends
January 27, 1913—Second Semester begins

ANNOUNCEMENT

FOR THE TENTH ANNUAL SESSION OF

THE STOUT INSTITUTE

MENOMONIE, WISCONSIN

1912-1913

OFFICERS OF ADMINISTRATION

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FACULTY

INSTRUCTORS FOR THE REGULAR SCHOOL YEAR

L. D. Harvey, Psychology and Pedagogy

Milton College, B. A., 1872; Ph. D., 1898. High school principal, 1873-1879; city superintendent, 1880-1885; normal schools, 1885-1898; state superintendent, 1889-1902; superintendent Stout Training Schools, 1903-1908; president Stout Institute, 1908-

George Fred Buxton, Organization of Manual Training, Drawing and Design

Pratt Institute, 1899; Teachers College, Columbia University, Bachlors diploma in education, 1904; B. S., 1908; University of Wisconsin, summer session, 1908. Teacher of manual training, Newark, New Jersey, 1899-1901; Portland, Maine, 1901-1903; Springfield, Massachussetts, 1904-1905; Ohio State University, summers, 1909-1910; director manual training department, Stout Training Schools, 1905-1908; Stout Institute, 1908-

F. F. Hillix, Machine Shop Practice

Purdue University, 1904-1905; special student and instructor, Purdue university, 1905-1910. Eight years practical experience in the metal trades; instructor machine shop practice, Evansville, Ind., manual training school, 1910-1911; Stout Inststute, 1911-

Louis F. Olson, Cabinet Making, Carpentry, Architectural Drawing

Stout Institute, 1906; graduate work Stout Institute, 1907. Three years practical drafting, carpentry, and contracting; teacher of forging and mechanical drawing, Stout Institute, 1907-1908; director of manual training public schools, Madison, Wis., 1908-1911; teacher of drafting and shop work, summer sessions, Kansas state manual training school, 1909, and Stout Institute, 1907, 1910, 1911; Stout Institute, 1911-

W. H. Reuther, Wood Turning, Pattern Making, Foundry Work

Olivet College, B. S., 1895; Teachers College, Columbia University, B. S., 1911. Teacher in public schools, 1895-1898; practical work in brass foundry, 1898-1908; teacher of shopwork, Hackley manual training school, Muskegon, Mich., 1911-1912; Stout Institute, 1912-

Fred L. Curran, Elementary Woodwork, Upper Grade Woodwork

State Normal School, Stevens Point, Wis., 1905; Stout Institute, 1908; Bradley Polytechnic Institute, summers, 1908, 1909. Teacher in public schools, 1898-1903; principal state graded school, 1905-1907; Stout Institute, 1908-

Chas. E. Eslinger, Printing, Primary Handwork

Stout Institute, 1912. Four years experience as practical printer; teacher of printing and primary handwork, Stout Institute, 1912-

....., Blacksmithing

Position to be filled

H. W. Jimerson, Plumbing and Gas Fitting

Journeyman and contractor, 1884-1904; director Minneapolis School of Plumbing, 1904-1908; director plumbing trade school, Stout Institute, 1908-

Wm. T. Gohn, Bricklaying, Cement Work

Williamson School of Trades 1907-1910. Journeyman bricklayer 1910-1911; director bricklaying trade school, Stout Institute 1911-

J. O. Steendahl, Mechanical Drawing

Stout Institute, 1905. Director manual training, La Junta, Colorado, 1905-1906; State College of Idaho, Pocatello, Idaho, 1906-1910; instructor mechanical drawing, Portland School of Trades, Portland, Oregon, 1910-1912, Stout Institute, 1912-

O. C. Mauthe, Physical Training

Normal School of North American Gymnastic Union, Milwaukee, 1895; Harvard University summer school of physical training, 1897; Chautauqua, N. Y., summer school, 1899; Gilbert Normal School of aesthetics and social dancing, Boston, summer, 1904. Physical director, Turnverein Vorwaerts, Milwaukee, 1895-1896; West Minneapolis Turnverein, Minneapolis, 1896-1899; special instructor, Harvard University, summers, 1898, 1902, 1903; physical director, Dayton Turngemeinde, and Young Women's League, Dayton, O., 1899-1903; physical director, Shreveport Athletic Association, Shreveport, La., 1903-1909; supervisor of games, Dayton vacation schools, 1903; supervisor of playgrounds, Shreveport, La., 1905-1909; physical director, Stout Institute, 1909-

Grace Fisher, Organization of Domestic Science

Utah Agricultural College, B. S., 1904; Teachers College, Columbia University, B. S., 1908. Instructor in history and English, preparatory department, Utah Agricultural College, 1904-1905; instructor in domestic science, Utah Agricultural College, 1905-1707; supervisor of domestic science, Throop Institute, 1908-1909; director of home economics department, Stout Institute, 1909-

Hattie R. Dahlberg, Elementary Cookery, Advanced Cookery

Stout Institute, 1906. Teacher of domestic science and art, Viroqua, Wis., 1907-1908; Antigo, Wis., 1908-1909; Marathon County Agricultural School, 1909-1910; Stout Institute, 1910-

Clara Louise Boughton, Advanced Cookery, Junior Cookery, Food Study

State Normal School, Milwaukee, 1890-1893; Stout Institute, 1909-1910. Teacher in public schools, Manitowoc, 1893-1909; director domestic science, Racine, 1910-1911; Stout Institute, 1911-

Lucy Cordiner, Senior Cookery, Dietetics, Physiology

State Normal School, Winona, 1893; University of Wyoming, A. B., 1905; graduate student, University of Chicago, 1907-1908, and summer, session 1911. Teacher public schools, Laramie, Wyoming, 1893-1902; critic teacher Central normal school, Edmond, Oklahoma, 1902-1904; supervisor domestic science, Ishpeming, Michigan, 1908-1912; Stout Institute, 1912-

Bertha Bisby, Dietetics, Junior Cookery

Kansas State Normal, 1893-1894; University of Chicago, summer session, 1908; Stout Institute, 1910-1912. Teacher public schools, Alma, Kan., 1900-1903; Manhattan, Kan., 1903-1908; teacher of mathematics, Kansas State Agricultural College, Manhattan, Kan.; Stout Institute, 1912-

...., Food Study, Junior Cookery

Position to be filled

Clara G. Turner, Domestic Science

Normal school, Frederickson, N. B., 1902; Mt. Allison Ladies' College, N. B., 1906; Teachers College, Columbia University, B. S., 1912. Teacher in public schools, New Brunswick, 1903-1904; teacher of domestic science, consolidated schools, New Brunswick, 1906-1911; Stout Institute, 1912-

....., Household Management, Phyiology and Home Nursing

Positton to be filled

Louise Phillips Glandon, Supervision of Practice Teaching, Plain Sewing

Harlie College, Rome, Ga., A. B.; Columbia University, B. S., and diploma Teachers College. Critic third grade, Speyer school, Teachers College, 1902-1908; superintendent Nassau industrial school, Lawrence, Long Island, 1909-1910; director domestic science department, public schools, Montgomery, Ala., 1919-1912; Stout Institute, 1912-

T. R. Moyle, Chemistry

Lawrence College, B. S., 1899; M. A., 1912; Chicago University, 1909-1910. Teacher, Mauston, Wis., high school, 1899-1901; Sparta, Wis., high school, 1901-1903; Appleton, Wis., high school, 1905-1909; Menomonie, Wis., high school; 1910-1911; Stout Institute, 1911-

Zella Perkins Egdahl, Chemistry

University of Idaho, B. S., 1903; University of Chicago, M. S., 1906. Assistant in pure food department, University of Idaho, 1903-1904; teacher of science in Colfax high school, Washington, 1904-1905; Stout Training Schools, 1906-1908; Stout Institute, 1908-

Mabel H. Leedom, Chemistry

City Normal School, Dayton, Ohio, 1894; Stout Institute, 1910. Teacher in public schools, Dayton, Ohio, 1895-1905; Stout Institute, 1910-

Louise Williams, Biology

McGill University, 1907; B. A. and diploma from McGill in the teaching of biological science, Teachers College, 1911. Teacher of classics and science, Dunham College, Quebec, 1907-1909; Stout Institute, 1911-

Muriel Speller, Domestic Art

Pratt Institute 1903-1905; diploma in domestic art, Teachers, College, Colombia-University 1907; B. S., 1911; teacher, Macdonald Institute, Guelph, Ont., 1905, 1906; Technical high school, Springfield, Massachussetts, 1907-1910; Stout Institute 1911-

Elizabeth A. Lathrop, Art Needlework, Textiles, Primary Handwork

Boston School of Domectic Science, 1905; Teachers College, Columbia University, 1910. Teacher of domestic art, Atlanta University, Atlanta, Georgia, 1905-1908; Stout Institute, 1910-

Anna McMillian, Model Sewing, Plain Sewing, Primary Handwork

Stevens Point Normal, 1899; Stout Training Schools 1908. Grade teacher, 1899-1905; teacher of domestic science, Stevens Point Normal School and Grand Rapids, Wis., public schools, 1908; Stout Institute, 1909-

Ella G. McCauley, Millinery, Art Needle Work

Student Stout Institute, summer session 1911, regular session 1911-1912. Ten years experience as designer and trimmer in wholesale millinery establishments; instructor in millinery, Stout Institute, 1911-

Josephine W. Hobbs, Cooking, Model and Plain Sewing

Cook County, Illinois, normal school, summers, 1894-1897; Boston School of Domestic Science, 1907. Teacher in public schools, Dubuque, 1898-1906; supervisor domestic science and matron Moore Street Neighborhood House, Cambridge, Massachussetts, 1907-1908; superintendent, Y. M. C. A., Training School for Household Service, Boston, 1908-1909; director, Homemakers School, Stout Institute, 1909-

Grace R. Darling, Home and Social Economics

University of Michigan, 1884; Teachers College, Columbia University, 1892; Wisconsin Library School, Madison, Wisconsin, 1907. Teacher of history and literature, State normal school, Oshkosh, Wisconsin, 1884-1891; teacher of history and literature State normal school, Milwaukee, Wisconsin, 1895-1903; Stout Institute, 1908-

Ruth Mary Phillips, English

University of Wisconsin, B. A., 1904; graduate work, University of Wisconsin, summer session, 1905, and one semester, 1909. Teacher in high school, Lodi, Wisconsin, 1904-1905; teacher in high school, Black River Falls, Wisconsin, 1906-1910; Stout Institute and Menomonie high school 1910-

Mary I. McFadden, Psychology

State normal school, Oshkosh, 1897; University of Wisconsin, Ph. B., 1900; A. M., 1907; University of Chicago, Ph. M., 1901; Teachers College, Columbia University, January 1908-June 1908. Teacher, Grand Rapids high school, 1891-1892; principle, Menominee Falls high school, 1892-1893; assistant principal, Oconto high school, 1893-1895; associate supervisor of practice, Oshkosh normal school, 1901-1906; acting assistant professor of education, University of Kansas, one semester 1906-1907; principal Muskegon City normal school, 1908-1910 ;supervisor of practice, teacher of pedagogy and music, Sauk County Training School, 1911-1912; Stout Institute, 1912-

Kate Murphy, Interior Decoration and Furnishing, Freehand Drawing

St. Louis School of Fine Arts, 1889; New York School of Technical Design, 1890; New York Studios, 1890-1892; student in European Art Schools, 1908-1909. Director art department, Elmwood Normal School, Farmington, Missouri, 1888-1889; teacher of drawing in public schools of Chicago, 1893-1894; director art department Menomonie public schools and Stout Training Schools, 1894-1907; Stout Institute, 1908-

Alma Krueger, Physical Training

Normal College, North American Gymnastic Union, Indianolis, Ind., 1911; Stout Institute, 1911-

GENERAL INFORMATION

LENGTH OF COURSE

COURSES leading to the diploma granted by each of the training schools for teachers require two years work. No diploma will be issued to any person who has not been a student in residence for at least one year. Upon the completion of one of these courses,—Manual Training or Home Economics,—a diploma is issued, which by statute, is made the basis for the issuance of a life certificate, after one year's successful teaching in Wisconsin.

This certificate legally qualifies the holder to teach the subjects in which training has been taken, in the public schools of the state. The certificate is issued by the State Board of Examiners and is accepted in most of the other states.

QUALIFICATIONS FOR ADMISSION

Graduation from a four year's high school course, or equivalent preparation, is required for admission to each of the training courses. The candidate must be at least eighteen years of age, and must be possessed of good health and physical energy, of refinement and good character. Testimonials of good character are required.

Students who have had normal school or collegiate training are given credit for such of the required work in the Institute courses as they have satisfactorily mastered. Successful experience in teaching before entering Stout Institute, in most cases, reduces the amount of practice teaching required of the student.

ADVANCE ENROLLMENT

School accomodations limit the number of students who can be enrolled; for this reason persons who wish to enter should make application in advance for an enrollment blank, which should be filled out and forwarded to the school with physician's certificate, and two certificates of good character. Enrollment is made in the order of application.

The enrollment for the Home Economics Department for 1912-1913 is closed and at the present time 12 students are enrolled for the year 1913-1914. It is probable that the limit for that year will be 475 students, The enrollment for the Homemakers School for 1912-1913 is also closed.

THE DEMAND FOR GRADUATES

The demand for the graduates of Stout Institute as teachers of manual training and domestic economy is steadily increasing year by year. At the present time they are teaching or doing supervisory work in twenty-seven states and in Porto Rico.

The number of schools in which manual training and domestic art and science are being taught is rapidly increasing and the demand for well trained teachers of these subjects is greater than ever before.

The officers of the Institute are glad to recommend teachers to school officials who are seeking competent teachers of manual training and domestic art and science. In making recommendations every effort is made to

name candidates who by training, temperament, personality, and experience are adapted to the demands of the position to be filled. The more complete and definite the information furnished as to the kind and amount of work required, and the salary to be paid, the better they are prepared to select the person most likely to give satisfactory service. They prefer to make no recommendation unless they feel confident that they can name a candidate who will succeed.

THE SUMMER SESSION

Stout Institute Summer Sessions offer exceptional opportunities for supervisors or special teachers of manual training, domestic art and science, or freehand drawing to advance themselves along their special lines, either in technique or along the professional side. Superintendents and principals are finding these summer sessions an opportunity for learning something of the content and method of school handwork. Grade teachers are perfecting themselves in handling special subjects through summer courses.

Provision is made for outings and games so that a vacation may be combined with a summer course of study.

Fifty-six courses are offered in the summer of 1912. The session opens July 29 and closes August 30. The December number of the Bulletin gives full information concerning the courses offered in the summer session.

SCHOOL EXPENSES

Tuition is one hundred dollars per year, one-half payable at the beginning of each semester. A fee of fifteen dollars per year is charged to cover the cost of materials used by the students in the manual training department and ten dollars in the home economics department. Students taking work in any courses not required for graduation, are charged an additional fee to cover actual cost of material used in such courses.

Board and room can be obtained at prices ranging from four and a half to six dollars per week in private families.

LABORATORY FEES

In the science courses minimum fees are charged for laboratory work. The fees for the regular course are as follows:

General Chemistry	$5.00
Food Chemistry and Chemistry of Cleaning	2.50
Bacteriology	5.00
Chemistry of Nutrition	5.00
Food Adulteration	2.50
Junior Cookery (per semester)	4.00
Advanced Cookery (per semester)	4.00
Dietitics	1.50
Model Sewing	1.00
Plain Sewing	1.00
Dressmaking (per semester)	1.00
Millinery and Art Needlework	1.00
Primary Handwork	1.50

In addition to the laboratory fee, students are expected to pay for any breakage which may occur.

LIBRARY AND READING ROOM FEES

A fee of five dollars, payable at the opening of the school year is required of each student.

All necessary text books are furnished from the loan text book library for the school year without any extra charge to students.

The reference library is supplied with standard reference books needed to supplement the text books in different subjects and with educational and technical periodicals adapted to the needs of the students.

REFUNDS

Students who are compelled to withdraw from the Institute by reason of illness are entitled to a refund of tuition from the date when notice is received of such withdrawal, to the end of the semester.

Students boarding in the dormitories are also entitled to a refund of whatever amount has been advanced for board beyond the date when notice is received of withdrawal. Refund for advance payment for room rent in the dormitories is allowed from the date when the room is again rented, and effort is made to secure an occupant at the earliest date possible. As books and supplies for which fees are charged have to be bought in advance in quantities necessary to supply the entire enrollment no refund of fees is made in any case.

UNIFORMS

Young women attending the Institute are required to wear uniforms during the daily sessions. Men are required to wear white overalls and jumpers in the woodworking shops and brown overalls and working shirts in the metal working shops.

A gymnasium suit is required of each student taking physical training. This work is required for juniors and optional for seniors in the home economics department. It is required for all men in the manual training department.

Special information regarding uniforms and gymnasium suits for women is sent to prospective students upon application.

DORMITORIES

Bertha Tainter Hall accommodates about thirty young ladies. The Hall is furnished with all modern conveniences, the rooms are electric lighted, and heated both by direct and indirect radiation, thus assuring ample heat and good ventilation. A large reception room, a music room, and a reading and study room for those who may prefer to study there rather than in their rooms, are provided. The hall is three blocks from the school grounds, overlooks Lake Menomin, and is in the midst of spacious, well-kept, well-wooded grounds. It is the aim to make this an ideal home for such students as wish to avail themselves of its accommodations. The home is in charge of a woman of experience and culture, and such regulations and supervision are maintained as insure proper conditions for health, effective work and the proper social life of students.

Tainter Annex accommodates fifty young ladies and is situated on the same grounds with Bertha Tainter Hall. It is thoroughly suited to the purposes for which it was planned. It has a large central living room with two balconies and skylight above, making an attractive place for rest and social

activities. The rooms are all arranged in suites of study and sleeping room, each suite for two students. A large dinning room in Bertha Tainter Hall provides meals for students in both halls.

The charge for room for the school year for each student is sixty to eighty dollars according to the size and location of room. In most cases the lower rate prevails. The charge for meals and a definite amount of laundry work for each student rooming in the Halls is four dollars and fifty cents per week. The amount of laundry work done under the above arrangement is the average amount each student requires weekly. A list of the different articles laundered weekly without additional charge is furnished each student. Articles not included in this list are laundered at a reasonable rate at the Institute laundry.

HOMEMAKERS DORMITORIES

Two cottages furnishing home accommodations for sixteen students are provided for the students taking the Homemakers course. The cost for room and board is the same as in the Halls.

SCHOOL YEAR

The school year is thirty-six weeks in length, beginning September 9 1912, and ending June 6, 1913. Students should arrange to enter at the beginning of the school year if possible. When this is not possible students may enter at the beginning of the second semester.

The summer session is five weeks in length, beginning July 29, 1912, and ending August 30, 1912.

Address all correspondence regarding courses of study or general work of the Institute to

L. D. HARVEY,
President Stout Institute,
Menomonie, Wisconsin.

MANAUL TRAINING DEPARTMENT

COURSES OF STUDY AND SCHEDULES OF CLASSES

THE manual training department offers courses for teachers of manual training and vocational subjects in public schools. These courses are two years in length and furnish students an opportunity to get the broad range of work in demand in the smaller school systems or give them a chance to specialize in certain groups of work. There is an increase in demand for this specialization and in order to meet the call for teachers a number of changes are being made from courses offered in former years.

GROUP OF GENERAL SUBJECTS

These may be broadly grouped under three classifications, the first being a general grouping of work suited to the average community and including the following subjects:

Mechanical Drawing
Elementary drawing, projection drawing, professional work, the making of shop drawings, tracings, and blue prints.

Freehand Drawing
The use of pencil and chalk, sketching in outline and in light and shade, the making of shop sketches.

Manual Training Design
Principles of design, technique of shop design, the making of designs for various types of construction.

Elementary Woodwork
Whittling, thin wood construction, simple bench work, elementary cabinet making.

Joinery
Exercises in cutting and fitting parts of constructions as a preparation for carpentry, furniture making, and pattern making.

Wood Turning
Exercises and applications in hard and soft woods, related to various lines of woodworking.

Primary Handwork
Paper and cardboard construction, basketry and weaving, clay work and bent iron work for lower grades.

Special Shopwork
Problems in simple tin smithing, furniture repairing, key fitting, rope splicing, glazing, furniture repairing and refinishing.

Printing
Composition, presswork, commercial printing, booklet work, design, and general printing office practice.

THE BUILDING TRADES

The second group includes subjects associated with the building trades and presupposes a certain amount of previous experience in drawing and woodwork. This experience is provided for in the junior year of the course. Subjects offered in this second group are:

Architectural Drawing
A study of building plans and details of construction especially related to bungalows and small cottages.

Carpentry
The building of exercises and full sized constructions involving the elements of house building.

Cabinet Making
Mill work, bench work, furniture construction, interior cabinet work and wood finishing.

Plumbing
Problems in work with iron pipe, lead pipe, soil pipe, installation of fixtures, gas fitting, heating and ventilation.

Bricklaying and Cement Work
The laying of walls, arches, piers, chimneys, fireplaces, paving, and related work.

THE MACHINE TRADES

A third group of courses includes subjects associated with the machine trades and presupposes elementary work in drafting. It includes:

Pattern Making
Simple constructions illustrating molding requirements and practical problems for actual finishing in other shops.

Foundry Practice
Familiarity with molding, core making and cupola practice, making of a variety of typical castings.

Machine Shop Practice
Bench work, machine tool work and erecting, the making and repairing of tools and machines.

Machine Drawing
A study of drafting conventions, sketching of machine parts, the making of detailed and assembly drawings.

Forging
Care of the forge, use of tools, processes of working iron and steel, tempering tool steel.

A part of this work in the machine trades may be begun in the junior year but most of it is scheduled for the senior year.

LECTURE COURSES AND PROFESSIONAL WORK

In addition to the practical lines of work mentioned above, regular lec-

ture and recitation courses and professional work are required of all students preparing to teach. This work includes:

Organization of Manual Training

Lectures, discussions, readings, and reports upon problems of organizing, teaching, and supervising manual training.

Planning of Courses of Study

A study of shop exercises, sequences, and practices, arrangement of details of manual training courses.

Manual Training Equipment

Making of building plans, drawing of rooms and fittings, working out of specifications and costs of tools and supplies.

History of Manual Training

A study of the growth of manual training and industrial education, and of social and economic needs.

Literature of Manual Training

Books and pamphlets; magazines of education, art, and technical matter; reports of schools, governments, and associations.

Observation and Practice Teaching

Observation and reports upon teaching of shop work and drawing, handling of manual training classes.

ENGLISH COMPOSITION AND EXPRESSION

Presentation of such phases of composition work as will give the student a command, both in speaking and writing, of simple, correct, and clean-cut English, is the aim of this course. The special topics considered vary with the needs of particular classes, but in general they may be designated as: grammatical forms; sentence structure; choice of words; social and business correspondence; the preparation and organization of literary material; oral expression.

PHYSICAL TRAINING

Regular work in the gymnasium and natatorium is taken throughout the manual training course unless students are excused by the director. Two periods each day are given to exercises, games, swimming, and normal gymnastics, two periods being required of all students. Stout Institute Athletic Association encourages basket ball and base ball and puts out good teams each year. Students are also given assistance in preparing to coach athletics and to teach certain lines of physical training in public schools.

GROWTH OF THE MANUAL TRAINING SCHOOL

The growth of the school has been steady since the inauguration of the work in 1903 as shown by the following table. The number of manual training students enrolled in each year is given:

YEAR	STUDENTS	YEAR	STUDENTS	YEAR	STUDENTS
1903-4	3	1906-7	27	1909-10	63
1904-5	15	1907-8	41	1910-11	73
1905-6	20	1908-9	46	1911-12	83

Two lines of work have been added for the school year 1912-1913, —carpentry, and printing. Others have been materially strengthened. Two extra teachers have been engaged and new equipment added to provide for the increasing demands made upon the school.

A new 100 horse power Buckeye steam generator set, with 75 kilowatt Fort Wayne dynamo is being installed as the Bulletin goes to press. This will provide for adequate light and power for all shops whenever needed.

SCHEDULE OF CLASSES

The Manual Training schedule for 1912-13 provides for the following number of periods in each of the courses as indicated in the table on below. It is expected that the schedule of classes will be followed during the year 1912-1913, but the large enrollment indicated in June may cause certain unavoidable adjustments. It is not likely that many of these will be necessary.

8:00 to 9:00 (Total Periods—216)	No. periods
Psychology and Pedagogy	108
Plumbing	108 or 216
Elementary Machine Shop	108
Bricklaying	108 or 216
Advanced Drafting	108 or 216
Advanced Forging	108
Upper Grade Woodwork	108 or 216

9:00 to 11:15 (Total Periods—540)	No. periods
Elementary Drafting	135 or 270
Printing	135, 270 or 540
Elementary Woodwork	135 or 270
Bricklaying	135 or 270
Cement Work	135 or 270
Pattern Making	270
Foundry Practice	270
Machine Drawing	270
Carpentry	270
Cabinet Making	270
Machine Shop Practice	270 or 540
Forging	270 or 540

11:15 to 12:00 (Total Periods—180)	No. periods
History of Manual Training	36
Literature of Manual Training	36
Materials of Construction	36
Organization of Manual Training	36
Manual Training Equipment	36
Planning of Courses	36
Class Talks	36
Faculty Talks	36

1:30 to 2:50 (Total Periods—360)	No. periods
English	90
Gymnastics and Swimming	216
Practice Teaching	216

3:00 to 4:20 (Total Periods—360)	No. periods
Plumbing	180 or 360
Joinery	90
Elementary Forging	90 or 180
Special Shop Work	90
Elem. Machine Shop Practice	90 or 180
Wood Turning	90
Paper and Cardboard Construction	90
Weaving and Basketry, Clay Work, Bent Iron Work	90
Freehand Drawing	180
Shop Design	180
Architectural Drawing	180
Pattern Making	180

4:20 to 5:00
(One to Three Days per Week)

Conferences, Swimming, Games, Assemblies

Elementary courses must be taken in the Junior Year if advanced courses are to be elected in the Senior Year. Juniors are also required to take Psychology and English.

CHANGE IN COURSES

ADJUSTMENT OF MANUAL TRAINING COURSES TO MEET THE DEMAND FOR SPECIALISTS

BEGINNING September, 1912, the Stout Institute will adjust its courses to meet the increasing demand for teachers of various lines of industrial education aiming more specifically at preparation for vocations. While not abandoning its former purpose of meeting the usual demand for teachers of manual training in elementary and secondary schools as they exist in the typical community, a beginning is to be made in the training of teachers to handle single lines of work where such specialization is demanded.

The demand, for several years, has required that teachers of drawing and shop work should be able to teach both architectural and mechanical drawing, several lines of woodwork, and one or two lines of metal work. In order to handle this with any degree of satisfaction a large amount of time must be spent in preparation for such a wide range of activities. In many cases the schools have been unable to meet this situation adequately and many teachers of manual training have been only partially trained for certain of the branches which they must teach.

It is evident that an increasing number of communities are demanding more thorough work in a more limited field than heretofore. This demand can only be met by furnishing prospective teachers with fuller opportunities for specialization.

Such work falls naturally into two main groups; those which aim specifically at the building trades, and those which aim at the machine trades. The courses proposed at the Stout Institute for the school year 1912-13 are arranged to meet this demand. New equipment has been added and extra teachers engaged to provide for thorough work in one or more branches falling naturally into the groups just noted.

As a preparation for the building trades, courses are offered in architectural drawing, carpentry, cabinet making, plumbing and masonry. The architectural drawing is to be made eminently practical and to concern itself especially with details of construction and complete working plans for simple frame buildings. The course is to be closely related to the course in carpentry which will undertake the building of actual cottages, which in one or more cases, will be completely fitted with the necessary chimneys, fireplaces and all plumbing connections. While the students in carpentry will be given this opportunity to carry out practical work they will also concern themselves with such exercises, arranged in definite sequence, as shall give each individual an adequate understanding of the fundamental principles which the carpenter in nearly every instance must meet. Lecture work, notes, references, and visits to such building operations as may be available in the vicinity will give the course a somewhat broader basis for its limited field of work.

The cabinet making course will in part, be closely related to the carpentry and consist in the making of such pieces of interior woodwork and built-in cases as are common in connection with house building. Students

wishing to give their time more to the making of pieces of furniture may also find the work suited to their needs.

The plumbing course will continue as it has done for several years to carry out various exercises involving the important details with which the plumber is concerned, the repair work and installation of plumbing in the many institute buildings, and will also be correlated with the carpentry course in the complete fitting out of fixtures for the cottages to be built by the students taking this work.

Bricklaying and cement work will furnish a further opportunity for the adaptation of details of these trades to the conditions of the public schools and will also be closely associated with the work in carpentry.

In the group of machine trades, students will be given an opportunity to specialize along one or more of the following lines; machine drawing, pattern making, foundry practice, forging, and machine shop practice. The work in machine drawing and machine shop practice have already begun to take on aspects of specialization, but considerable emphasis will also be given during the coming year to pattern making, foundry practice, and forging. The details of these lines of work will be so adjusted that a student may prepare himself to handle any one, or to take charge of such of these as are more closely related either in thought or in the practical handling of the work of the shops.

Of the lines of work not directly connected with the building or machine trades, certain ones will furnish an opportunity for some specialization. Equipment has just been installed for printing, and students will be given an opportunity to prepare themselves for teaching this line of work in schools. There is an increasing demand for printing as a branch of the school arts and it is believed that it is to have a large future in the development of industrial education. The school is adequately equipped to handle this work and while it offers the branch as one among many lines for the teacher who is to handle several branches, it also offers facilities for specialization.

Those who are planning to teach in elementary schools will find as heretofore, fundamental work offered in freehand and mechanical drawing, manual training design, elementary woodwork, joinery, wood turning, primary handwork and special shop work.

In addition to these lines students may elect printing or cabinet making or any of the subjects which have been mentioned as parts of the new groups of industrial courses.

The aim is to strengthen the work in this department by offering more extended courses in a number of lines than heretofore. Students will in many cases be advised to elect several related branches but all of the resources of the school will be available to allow students a chance to do intensive work in the line to which they may care to give their attention.

HOME ECONOMICS DEPARTMENT

COURSES OF STUDY AND SCHEDULES OF CLASSES

THE training school for teachers of domestic science and art has during the year 1911-1912 enrolled three hundred and sixty-nine students, which culminates a large yearly increase in attendance since the school began its work in 1903. Its remarkable growth has been due to many conditions but undoubtedly the aims governing the organization of its curriculum have been very large factors. A two year course is offered in domestic science and art which adequately prepares a young woman for teaching the subjects in the grades and secondary schools. Such preparation is possible in the time allowed because of careful elimination of subject matter and technical work not pertinent, by careful, orderly development of definitely organized subject matter essential to the teachers' training, and by securing a high standard of preparation in school work. The school is the embodiment of the working out of these ideas. As breadth of education and experience are always assets, the school counts itself fortunate in having a large number of college and normal graduates, women of culture and broad experience, among the students enrolled, and the proportion of students of this class is increasing yearly.

While the main aim of the school is to train teachers of domestic science and art, the curriculum is broad enough to fit students for other vocations as well. Its graduates have gone out as dietitians, institutional managers, social workers, into positions requiring lecture and demonstration work for the public, and the training is such as every woman should have to become efficient in home life, in her relations with industries, and in the community. The demand for teachers of domestic science and art is large, including grade and high school positions, supervisors in the grades and high schools, directors of departments in high schools, normals and colleges. The school places graduates in these positions according to their fitness and assists former graduates who have proved their ability for professional advancement.

During the past year many more calls were received for graduates than the number who completed their courses during the year 1910-1911, and many former graduates were advanced to better positions. The school is always ready to be of service to deserving graduates.

Students in the school of home economics follow a presented course as given in the following schedule one election being allowed in the senior year.

HOME ECONOMICS SCHEDULE

JUNIOR YEAR	Periods
Psychology and Pedagogy	90
Food Study	90
Physiology and Home Nursing	90
English	90
General Chemistry	108
Food Chemistry	108
Junior Cookery	216
Model Sewing	72
Plain Sewing	72
Drawing and Design	108
Mechanical Drawing	72
Physical Training	36
Total	1152

SENIOR YEAR	Periods
Dietetics	72
Organization of Domestic Science and Art	24
Observation and Practice Teaching	90
Household Management	108
Bacteriology	108
Chemistry of Nutrition	180
Advanced Cooking	216
Dressmaking	144
Millinery and Art Needlework	36
Textiles	72
Primary Handwork (elective)	180
Interior Decoration aud Furnishing (elective)	72
Food Adulteration (elective)	90
Home and Social Economics (elective)	1392
Total	

For the accommodation of irregular students and students with advanced credit the following special courses are offered during the first semester: Advanced Dressmaking, a course equivalent to the regular course in dressmaking offered in the second semester; Plain Sewing, regularly offered during the second semester; Table Service and Demonstration Work, equivalent to second semester advanced cookery. This makes it possible for the student to secure any required subject during either the first or second semester.

CLASSIFICATION OF COURSES

For convenience the courses in Home Economics have been classed under the heads, Professional Work, Domestic Science, Domestic Art, Science, and General Courses.

PROFESSIONAL WORK

Pyschology and Pedagogy

Consideration of the fundamental and psychological principles and the application of these principles in the actual work of teaching.

Observation and Practice Teaching

A study of methods of teaching special subjects and of methods and devices in class management, with practice in teaching different subjects and classes.

Organization of Home Economics

A study of the scope of the subject and its development; its practical and educational purposes in teaching; its place in the curriculum; the planning of courses; organization of courses; study of equipment; cost of maintenance; administration.

DOMESTIC SCIENCE

Junior Cookery

The study of food principles; combination of food materials; cooking processes; recipes; dietetic value of foods prepared; invalid cookery; devel-

opment of skill in manipulation, and the consideration of economic and professional principles involved.

Food Study

A complete and systematized study of all foods in relation to composition, structure and nutritive value, digestibility, cost and place in the diet.

Physiology and Hygiene

A study of the structure and functions of the human body, personal hygiene and individual health, public hygiene and general health; physiology and hygiene in relation to the school child.

Mechanical Drawing

A course giving training in the making of working drawings of parts of school equipment and in simple home planning.

Home Nursing and Emergencies

A study of the simple ailments of the human body; the care of the sick in the home; the meeting of emergencies in illness; demonstration and practical work in the elements of nursing.

Advanced Cookery

A course giving practice in several phases of cookery, in selection and marketing of foods, making menus and serving meals. Especial attention is paid to the economic consideration of wise expenditure of time and money in food preparation. In addition practice is given in large quantity cooking and serving and in the giving of demonstrations.

Dietetics

A presentation of the fundamental principle of human nutrition and their application to the feeding of individuals, families and larger groups under varying physiological, economic and social conditions. Laboratory work is required in the working out of the energy value of foods and food preparations and serving of meals according to specified conditions. Professional work in organizing and teaching the subject in the schools is also given.

Household Management

A course giving a complete consideration of the problems of the administration of the home with reference to house structure, sanitary standards, house furnishings, cleansing processes, economics, and social, industrial, and ethical relationships of the home.

DOMESTIC ART

Model Sewing

A course giving a thorough understanding of the simple exercises and general operations in sewing in order to develop skill, neatness, and accuracy in the work and providing a course of instruction that in general character

and method of presentation may be suggestive of the work to be carried on in public school classes.

Plain Sewing

A course which aims to give the student a knowledge of a variety of ways of making and finishing simple garments and of the best methods of presenting the subject matter in public school classes.

Dress Making

A practical course teaching the art of dressmaking, the use of the system of drafting by which patterns and designs are made; the designing of ordinary garments; the use of line, proportion, color, and adaption of materials; the development of neatness, accuracy and high standards of work. A consideration of the problems that arise in teaching the subject is emphasized.

Millinery

A practical course in designing, making and trimming hats, including the study of the school problems, equipment, sources of materials and supplies for teaching the subject in the high school.

Art Needlework

A practical course in the application of designing fine needlework for the finishing and decorating of articles of use, either clothing or housefurnishings, and discussion of the arrangement and development of the course, its training value, its use in the grades and high school.

Primary Handwork

A course presenting the application of many forms of hand work for making articles of use by pupils in the primary grades.

Textiles

A study of the nature and characteristics of textile fibers; the development of spinning and weaving, the characteristics, values, commercial form and price of fabrics with a view toward giving the purchaser a basis for rational judgment of materials as to relative cost, durability and suitability, and as to their care and cleaning.

Drawing and Design

A course in free hand drawing and study of the elements and underlying principles of all design, taught with especial application to the particular kinds of designing actually carried out in the class problems in domestic art.

Interior Decoration

A course to prepare students to create an artistic home environment and out of their knowledge of the basis of art and good design as applied to interiors to evolve a course of study that can be successfully carried out in

public schools under present conditions and that can find direct application in the homes of the pupils.

SCIENCE

General Chemistry

A general course treating of the fundamental facts and theory of chemistry with emphasis on the principles and reactions relating to processes in cookery, digestion, food preservation, cleaning, laundering, lighting, heating, plumbing, and ventilation.

Food Chemistry

A general course designed to give a comprehensive knowledge of the composition of foods and the chemical changes involved in cooking, bread-making, fermentation, putrefaction and digestion.

Chemistry or Nutrition

A study of those phases of physiological chemistry which are essential for an understanding of the basis of the body tissues and fluids and of the process of the digestion, absorption and metabolism of foods.

Bacteriology

A course which shows the influence of micro-organisms, such as bacteria, yeasts, and molds upon food materials and the human organism and which emphasizes the bacteriological principles involved in the care and preservation of foods, in household sanitation, in home nursing, and in the prevention of infectious diseases.

Food Adulteration

A study of the classes of foods which are most likely to be adulterated, the chief adulterants and the chemical and physical tests which serve for the detection of sophisticated foods.

GENERAL COURSES

Home and Social Economics

A consideration of the evolution of the house, the home, the family; community and home functions; and the effect of home functions upon the character of men and women.

English Composition and Expression

A presentation of such phases of composition work as will give the student a command, both in speaking and writing, of simple, correct, and clean-cut English.

Physical Training

Physical training includes regular classes in the gymnasium and natatorium, with special work where so desired.

GROWTH OF HOME ECONOMICS DEPARTMENT

The growth of this department has been remarkable during the last few years and is only partly indicated in the following table. For the past two years the enrollment has been closed several months before the opening of school, and scores of students have been refused admittance on account of the impossibility of accommodating them with present facilities.

YEAR	STUDENTS	YEAR	STUDENTS	YEAR	STUDENTS
1903-4	21	1906-7	47	1909-10	227
1904-5	36	1907-8	65	1910-11	308
1905-6	38	1908-9	124	1911-12	369

HOMEMAKERS SCHOOL

A HOMEMAKERS department is organized to furnish instruction and training in those things a woman needs to know and do in organzing and administering the activities in the home for which woman, as the homemaker, is responsible. This school does not give the professional instruction and training which form so important a part of the work in the school for teachers of domestic science and art. It aims to prepare the young woman for the responsibilities and duties of the home and not for those of the school. A special bulletin is issued giving detailed information concerning the work of this school.

COURSE OF STUDY

For convenience in arrangement, the subjects are grouped under the following heads:

I. The house
House sanitation, house decoration and furnishing, house management

II. Food study and preparatian
Chemistry, biology, physiology, dietetics, selection of food materials, care of food materials and foods, preparation of food, serving

III. Clothing and household fabrics
Selection, cost, making and care of clothing; selection, making, and care of fabrics used for decorations and furnishings

IV. The care of children
Child nutrition, hygiene of childhood, infant diseases and emergencies, children's clothing, child psychology, children's literature

V. Home nursing and emergencies
Simple household remedies, care of sick room, care of bed and patient, use of antiseptics, disinfectants, and deodorants, care in case of accidents

VI. Home and social economics
Woman's industrial relations, the servant problem, woman's social relations, the spending of money.

VII. English
Oral and written expression, exercises in composition, business correspondence, parliamentary practice

VIII. Literature
A systematic course of reading

IX. Drawing
Freehand drawing and design, mechanical drawing

X. Physical training
Regular class work in the gymnasium and natatorium

TRADES SCHOOL

PLUMBING AND BRICKLAYING TRADES

THIS school is organized to meet the demand for men in the trades who possess the necessary technical knowledge, and skill in applying that knowledge through modern methods in construction work. Young men are able to secure this theoretical and practical training under competent instructors in much less time than under the apprenticeship system. Even when the apprenticeship conditions are most favorable, but little knowledge of the fundamental principles underlying the correct trade processes are ever acquired by the apprentice. With the instruction and practical training given in this school, its graduates are able to command good wages at once, and to become skilled workmen within a short time after completing their course of instruction in the school. It is not claimed that the completion of either of the courses in the school will entirely take the place of practical experience in the trade, so necessary for the skilled mechanic, but that these courses of instruction, when mastered, materially shorten the time required for a full mastery of the trade, and give a much better knowledge of the principles which determine the best trade processes and practice than can be obtained in any other way.

The kind of training which this school gives not only fits men to follow directions intelligently and skillfully, but to plan and lay out work, to estimate materials and cost, and to give directions to others,—important matters for those who would become foremen, superintendents, or contractors. The demand for skilled men in these two trades is steadily increasing and insures ready employment at good wages for those who complete either of the courses, and rapid advancement when the school training has been supplemented by a reasonable amount of experience.

The work in each department is designed to meet the needs of the man who has already done some work in the trade as a workman, but who wants to strengthen and broaden his preparation through systematic instruction and training adapted to his special needs. It is also designed to meet the needs of the man who has no knowledge of the trade processes or of the principles underlying them and who wishes to take the necessary steps to become a skilled workman with capacity for leadership, in the shortest possible time.

A special circular of information gives details of these courses. A copy will be sent upon request.

FURTHER INFORMATION

Inquiries regarding the purpose and character of work offered at The Stout Institute, the regular courses of study or those of the summer session, the Bulletin and other publications of the school, or inquiries regarding the qualifications of Stout graduates for the teaching of special subjects, should be addressed to

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CALENDAR FOR 1912-1913

July 29, 1912---Seventh Annual Summer Session begins
August 30, 1912---The Summer Session ends

September 9, 1912---Tenth Regular Session begins
June 6, 1913---Tenth Regular Session ends

December 21, 1912---January 5, 1913---Holiday vacation
March 22, 1913---March 30, 1913---Spring vacation

January 24, 1913---First Semester ends
January 27, 1913---Second Semester begins